



Assessment Administrators Anonymous: 12 Steps for Involving Faculty in Assessment

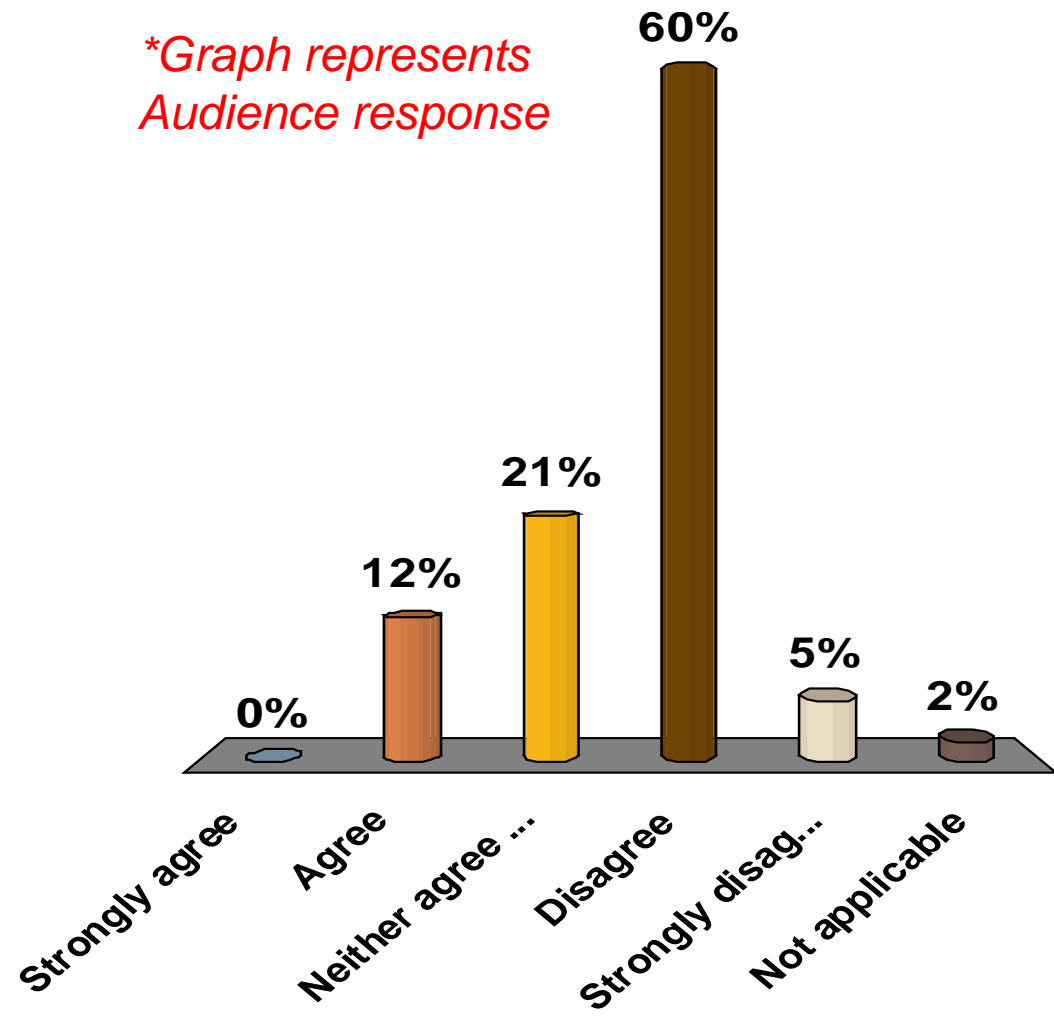
Jillian Kinzie (Indiana University) &
Nathan Lindsay (UMKC)

AAC&U General Education & Assessment Conference
February 28, 2014

Overall, faculty members at my institution have a positive view of assessment.*

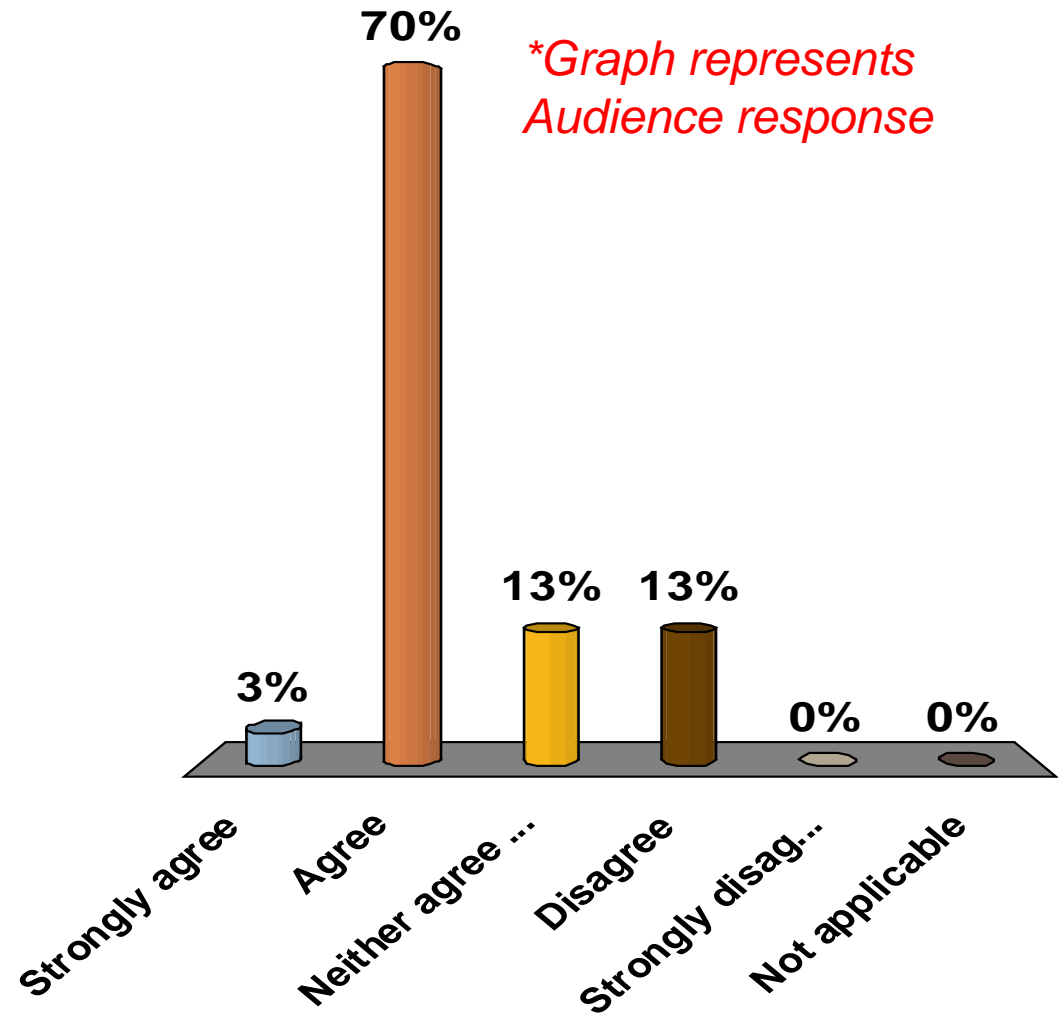
1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Not applicable

**Graph represents Audience response*



In the past few years at my institution, faculty members' views about assessment have improved*.

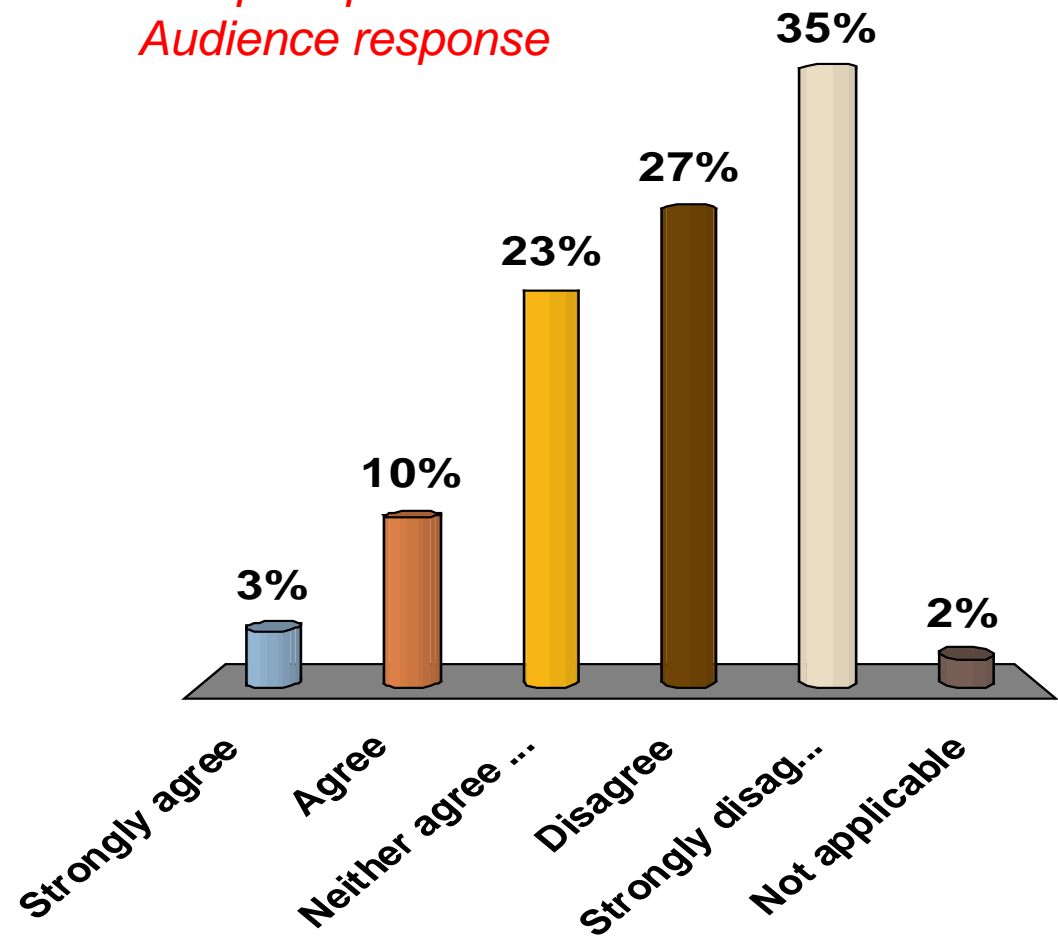
1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Not applicable



The assessment of general education is conducted effectively at my institution*.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Not applicable

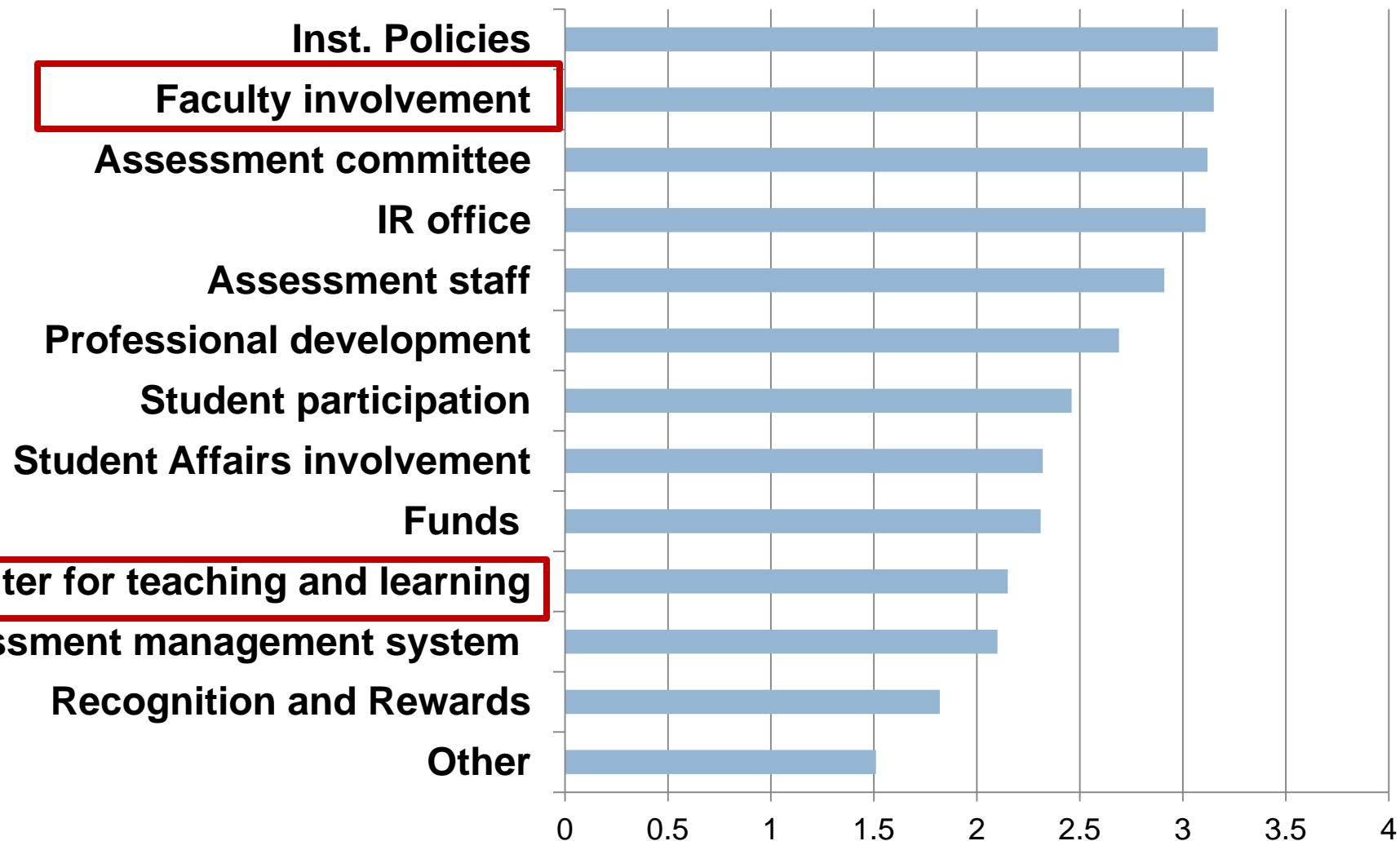
**Graph represents Audience response*



The State of the Assessment Union...

- Greater faculty involvement in assessment has been a serious concern since the beginning of the assessment movement some 25 years ago.
- The National Institute for Learning Outcomes Assessment's (NILOA) survey of provosts revealed that gaining faculty involvement in assessment is a top priority (Kuh & Ikenberry, 2009, 2014).

To what extent do the following institutional structures, resources, and features support assessment activities?



NILOA Asked Provosts...but what do you think?

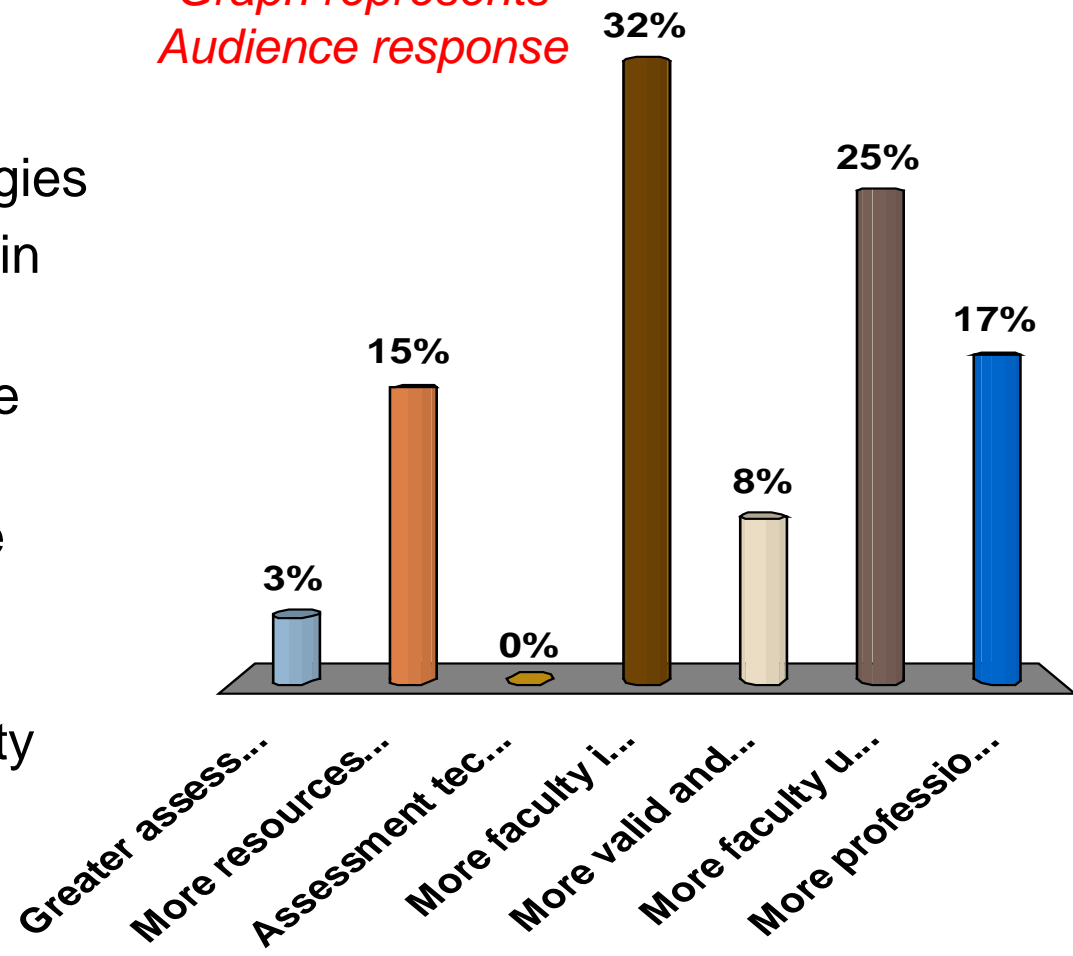
What Would Be Most Helpful to Your Institution as You Assess Undergrad Student Learning?

1. More prof. development faculty/staff
2. Greater assessment staff capacity
3. More student affairs (SA) involved in assessment
4. More SA using results
5. Stronger admin support
6. More student participation in assessment
7. External funding
8. Info. on best practice
9. Greater sharing across units
10. More opportunity to collaborate with other institutions.
11. More valid & reliable measures
12. More faculty involved in assessment
13. More faculty using the results
14. Technologies
15. More resources \$/staff

What Would Be Most Helpful to Your Institution as You Assess Undergrad Student Learning?*

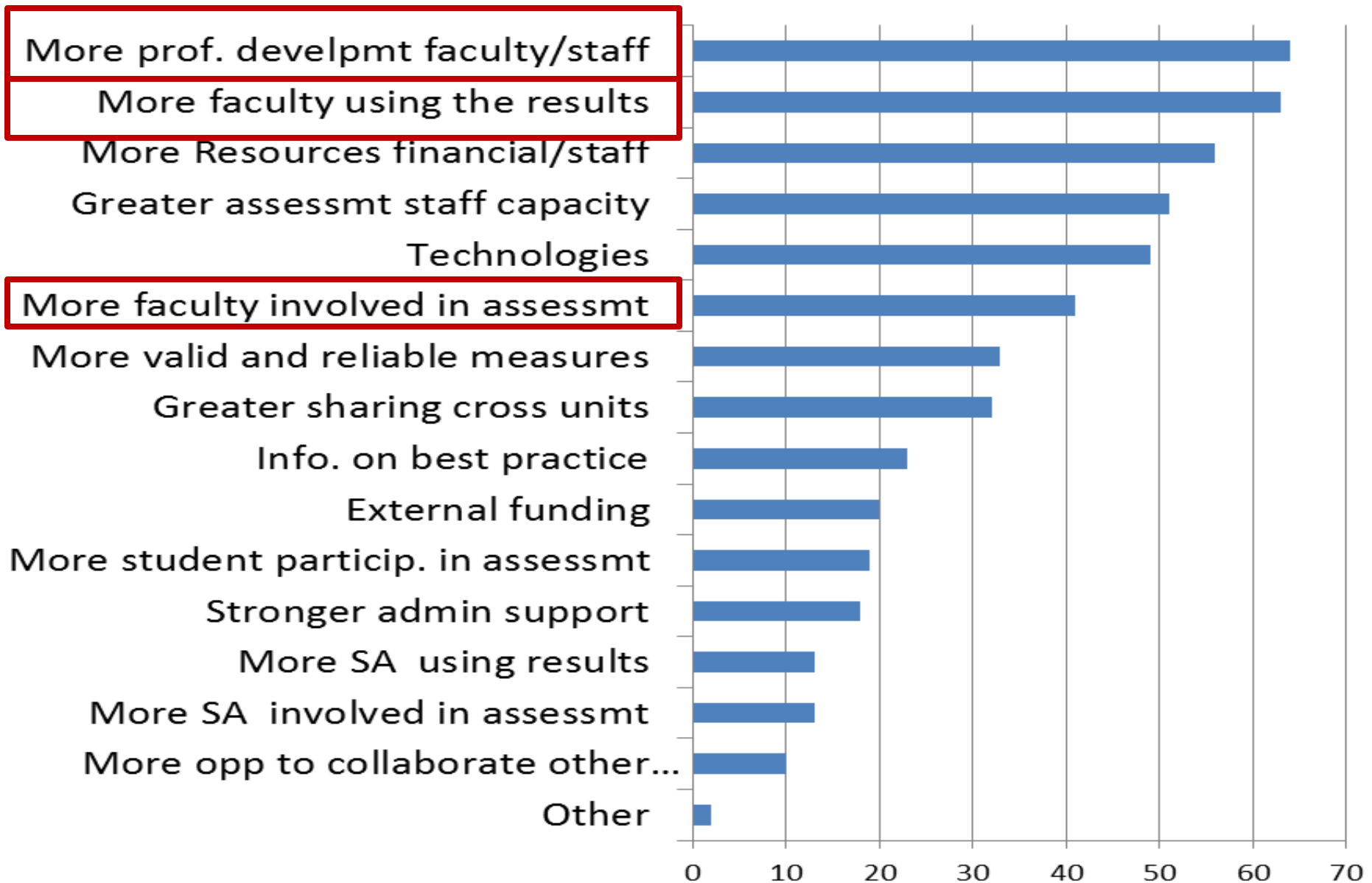
1. Greater assessment staff capacity
2. More resources / staff
3. Assessment technologies
4. More faculty involved in assessment
5. More valid and reliable measures
6. More faculty using the results
7. More professional development for faculty and staff

**Graph represents Audience response*



Provosts said... Most helpful to assess undergraduate student learning

National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent



The State of the Assessment Union...

- Greater faculty involvement in assessment has been a serious concern since the beginning of the assessment movement some 25 years ago.
- The National Institute for Learning Outcomes Assessment's (NILOA) survey of provosts revealed that gaining faculty involvement in assessment is a top priority (Kuh & Ikenberry, 2009, 2014).
- **The concern is substantive because faculty involvement is seen as key to the influence of assessment in the improvement of teaching and learning (Hutchings, 2010).**

Faculty Conversations about General Education Learning and Assessment



- *These can be hard!*
 - Who owns Gen Ed?
 - Different Personalities
 - Sincere Disagreement
 - Shared Curriculum vs. Autonomy
 - Reluctance to Change

#1: Assessment *of* and *for* Learning

- We care about students' learning
- Stakeholders require evidence of learning
- Kill two birds with one stone, but focus on the first bird the most consistently

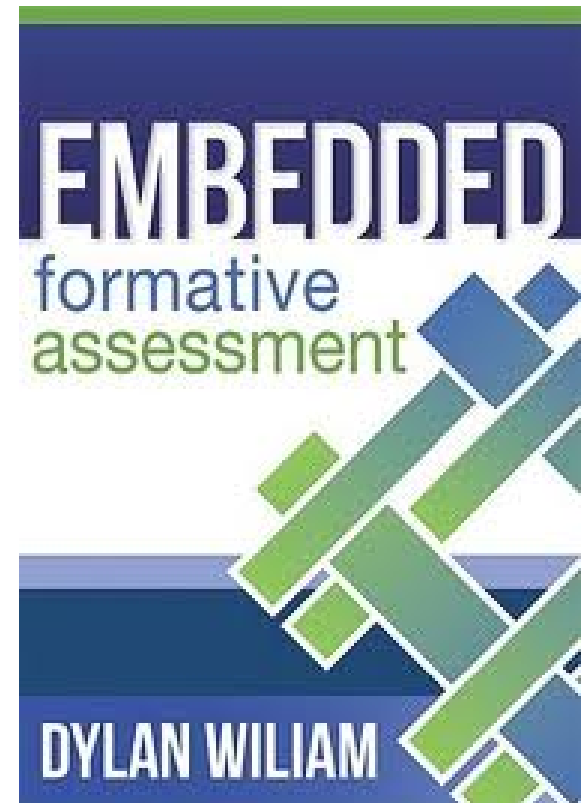


Four “Big Picture” questions to get faculty to discuss assessment

- How do you define a successful student?
- What have you learned about your students' learning?
- Are you satisfied with the results?
- If not satisfied with the results, what are you going to do about it?

#2: Embedded Assessment

- As much as possible, make program assessment fit course assessment
- Use projects, assignments, exams already in place
- Develop consistent rubrics
- Reduce impact of assessment on faculty time
- Increase impact of assessment on utility for faculty



#3: Connecting to Broader Institutional Initiatives

- “People don’t want to ‘do assessment’; they want to realize a dream, improve what they’re doing, or be excited by a new initiative.” (p. 12)
- Assessment can be connected to “departmental review, strategic planning, and curriculum revision, or initiatives such as retention, learning communities, distance learning, or enhancing productivity.” (p. 12)

Harnessing assessment for improvement



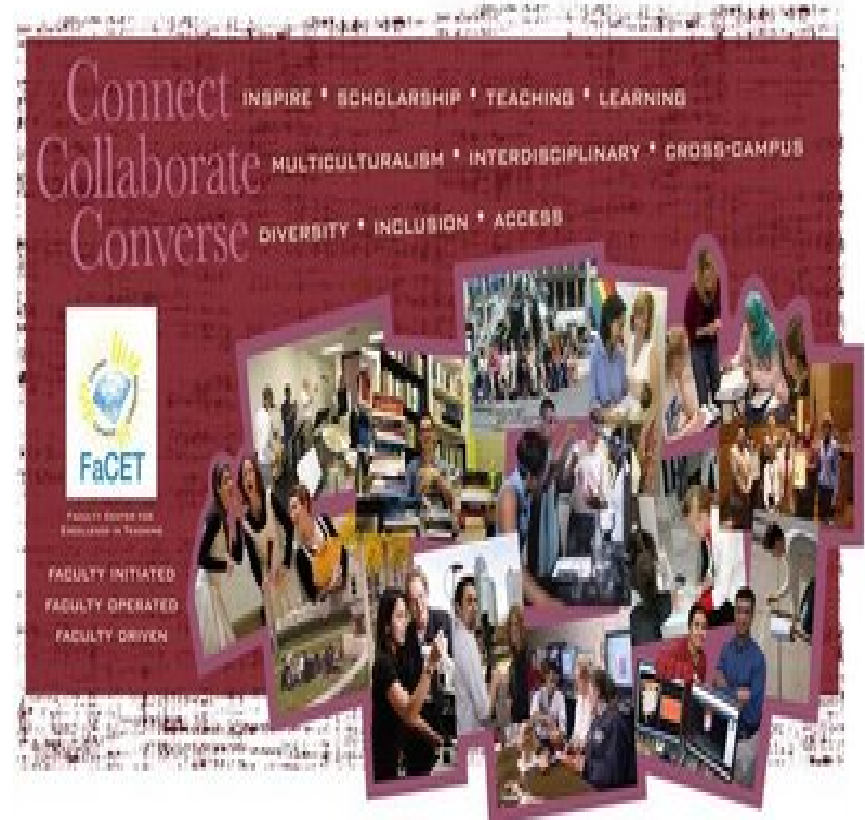
- Initial response was for accreditation. Then shifted to intentionally embed assessment into institutional culture and, meaningful institutional planning and improvement efforts.
- **Augustana College: Shared an accreditation report with faculty during a retreat. Faculty found results acceptable, but felt the institution could do better. Formed 20 study groups, involving many faculty, to examine aspects of the college. Led to meaningful improvement that helped to advance assessment activities.**

Assessing High Impact Practices

- Interdisciplinary General Education
- Service Learning
- Undergraduate Research
- Internships
- Learning Communities
- Study Abroad
- Other?

#4: Peer-to-Peer Mentoring

- At UMKC: A Faculty-Centered, Faculty-Led Initiative
 - Incredible support provided by the Faculty Center for Excellence in Teaching (FaCET)
 - Invaluable training provided by FaCET Faculty Fellow, and faculty across campus
 - Direct mentoring sessions with individuals and groups available on Wednesdays, or by appointment



Carnegie Mellon University: Fostering Assessment for Improvement and Teaching Excellence

- Assessment at CMU is driven by questions raised by faculty about student learning & effective teaching and is informed by curricular interests, program goals, and the discipline. **Assessment is supported by faculty in the Eberly Center for Teaching Excellence**
 - *Eberly Center is the hub of assessment support*



CONTACT US to talk with an Eberly colleague in person!

#5: Systemic Assessment Training for the Next Generation

- New Faculty Orientation
- Preparing Future Faculty (PFF) program
- Using the language of assessment with students
- Reaching out to colleges and departments in their own space



#6: Develop a Smorgasbord of Assessment Resources

- University Assessment website
 - Academic degree assessment
 - General education assessment
 - University Assessment Committee

Office of the Provost

[Provost's Office Home](#) | [Directory](#) | [Academic Units](#) | [Catalog](#) | [Contact Us](#)

- [Strategic Plan](#)
- [Initiatives](#)
- [Committees](#)
- [Policies and Procedures](#)
- [About the Office](#)
- [UMatters: Faculty & Staff News](#)
- [Provost's Blog](#)

Academic Assessment



Assessment for student learning and institutional improvement is a core value and ongoing activity at the University of Missouri-Kansas City. The primary purpose of assessment is to create an environment that promotes educational excellence through evidence-based dialogue about academic programs and services. Successful assessment accomplishes this by:

- encouraging us to think deeply about the outcomes we desire for our students and the methods by which those outcomes might be encouraged;
- giving us reliable data upon which to measure whether our students are achieving those outcomes or whether our methods are contributing to or detracting from that achievement;
- and stimulating us to achieve and maintain high quality teaching and learning.

Assessment also enables us to communicate the effectiveness of our efforts to a variety of stakeholders and to use resources more wisely in carrying out the mission and goals of the University. Assessment facilitates these functions by:

- providing a basis for communicating our achievements to our constituents in an objective and accountable fashion; and
- providing a basis for making resource allocation decisions.

To receive mentoring on assessment: [Click here](#)

Assessment Home

- [Overview of Assessment](#)
- [Assessment in Academic Degrees](#)
- [Assessment in General Education](#)
- [Assessment for the PEC](#)
- [University Assessment Committee](#)
- [Academy for Assessment of Student Learning](#)
- [WEAVEonline](#)
- [Assessment Resources](#)
- [Contact Us](#)

Assessment Resources

- Assessment Handbook

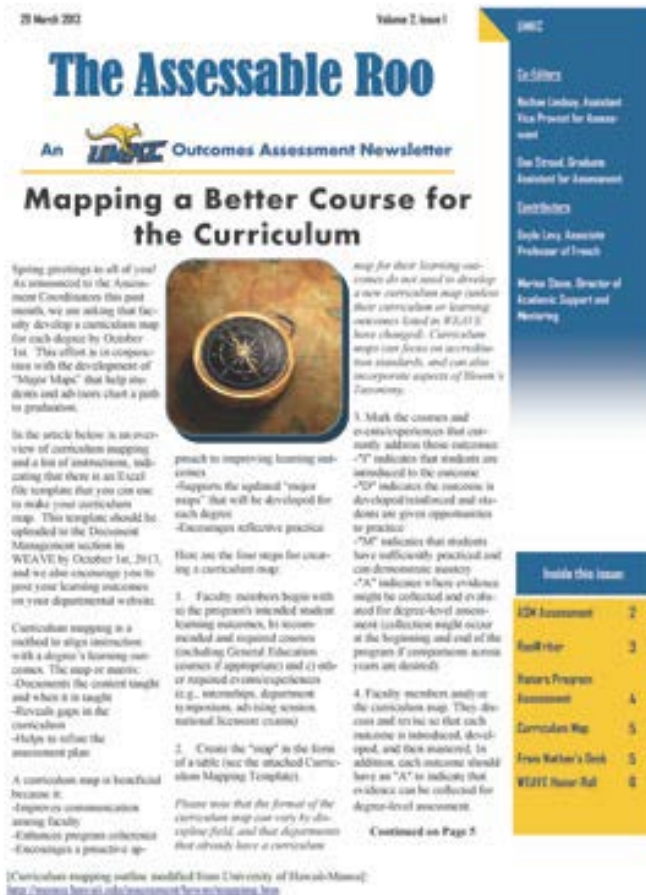
- Core principles and processes regarding UMKC assessment
- WEAVE guidelines
- Assessment glossary
- 10 FAQs
- Appendices

- Available at

<http://www.umkc.edu/provost/academic-assessment/downloads/handbook-2011.pdf>



The “Assessable Roo” Newsletter



- Published quarterly
- Features excellent work in assessment that is occurring across campus
- Highlights other best practices in assessment

Readings for Engaging Faculty

- “What New Faculty Need to Know about Assessment”
<http://www.learningoutcomeassessment.org/documents/ABfaculty.pdf>
- “Creating a Faculty Culture of Student Success”
<http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/Creating%20A%20Faculty%20Culture%20of%20Student%20Success.pdf>
- *For Assessment Administrators: “Opening doors to faculty involvement in assessment”* (NILOA Occasional Paper No.4).
www.learningoutcomeassessment.org/occasionalpaperfour.htm

Your Reflections...

1. How are you connecting assessment to broader initiatives on your campus?
2. How are you encouraging peer-mentoring on your campus?
3. Based on the other steps we've discussed so far, what other recommendations do you have for engaging faculty?

#7 Scholarship of Teaching and Learning

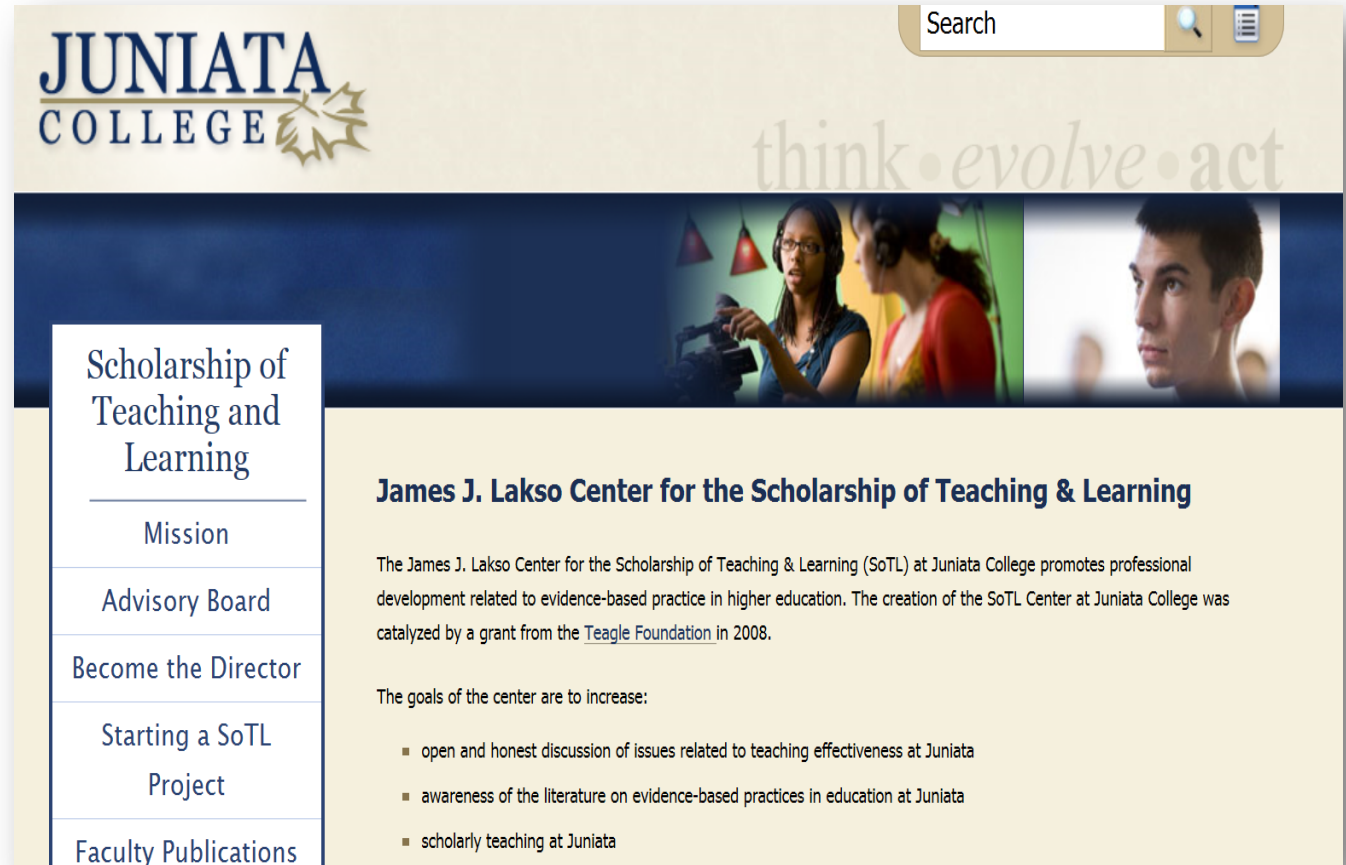
■ “Scholarship Assessed” Standards:

1. Must develop clear goals
2. Must include adequate preparation
3. Must use appropriate methods
 - A. Using longitudinal data
 - B. Running demographic comparisons
4. Should show outstanding results
5. Offer effective communication
6. Consider a reflective critique



Juniata College: Faculty Led Assessment

- Emphasize assessment as scholarly inquiry, as in the literature on the scholarship of teaching & learning.



The screenshot shows the Juniata College website. At the top left is the Juniata College logo with a leaf icon. To the right is a search bar with the text "Search" and a magnifying glass icon. Below the logo is a banner image with the text "think • evolve • act" and a photo of two students. On the left side, there is a vertical menu with the following items: "Scholarship of Teaching and Learning", "Mission", "Advisory Board", "Become the Director", "Starting a SoTL Project", and "Faculty Publications". The main content area on the right is titled "James J. Lakso Center for the Scholarship of Teaching & Learning". It contains a paragraph about the center's mission and a list of goals.

JUNIATA COLLEGE

Search

think • evolve • act

Scholarship of Teaching and Learning

- Mission
- Advisory Board
- Become the Director
- Starting a SoTL Project
- Faculty Publications

James J. Lakso Center for the Scholarship of Teaching & Learning

The James J. Lakso Center for the Scholarship of Teaching & Learning (SoTL) at Juniata College promotes professional development related to evidence-based practice in higher education. The creation of the SoTL Center at Juniata College was catalyzed by a grant from the [Teagle Foundation](#) in 2008.

The goals of the center are to increase:

- open and honest discussion of issues related to teaching effectiveness at Juniata
- awareness of the literature on evidence-based practices in education at Juniata
- scholarly teaching at Juniata

Benefits of Publishing & Presenting Assessment Practices:

- Forces rigorous assessment methods.
- Improves faculty scholarship in their fields of study
- Provides feedback for your own teaching and assessment practices.
- Provides a community of fellow learners to share ideas and solve problems
- Influences the academy to improve student learning
- Provides professional recognition and advancement opportunities

#8: Promote Curriculum Mapping

Definition

- A method for aligning a program's learning outcomes and courses

A Curriculum Map answers the question:

- Where are what learning outcomes taught in your curriculum?

Benefits

- Proactive approach to improving learning outcomes
- Clarify priorities when there are limited resources
- Enhances coherence by revealing gaps in the curriculum
- Improves communication among faculty
- Encourages reflective practice as instructors
- Supports “major maps” for students
- Refines the assessment plan

Curriculum Map for Gen Ed

Indicate where SLO is : Introduced Reinforced Assessed

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1	X		X		X			X
SLO 2		X				X		X
SLO 3	X						X	X
SLO 4		X		X				X
Critical Thinking								
SLO 5		X			X		X	
SLO 6		X		X				X
Communication								
SLO 7			X					X
SLO 8		X		X		X		
Integrity / Values								
SLO 9	X	X	X					X
SLO 10		X		X				X
Project Management								
SLO 11			X	X				X
SLO 12		X				X		X

#9: Student Involvement in Assessment

- Assessment should not be done behind a curtain
- Make assessment transparent for undergraduate and graduate students



Instructions to Faculty:

Making Assessment Transparent to Students

- **Outline the learning outcomes** for your courses and degree, and list in the syllabus and on program website (see Bloom's Taxonomy for assistance on the learning outcomes).
- **Explain the connections** between assignments and the learning outcomes.
- Explain the criteria for evaluating assignments (using a rubric or scoring guide— search on Google for rubrics in your field).
- Have students use the rubrics, give feedback on assignments, and provide opportunities for students to improve their work.

Letting Students Know You've Heard Their Voice



We've heard your voice... and taken action.

CHANGE #17

60% of UNCW Students Said they consume 1-2 servings of fruits and vegetables per day.

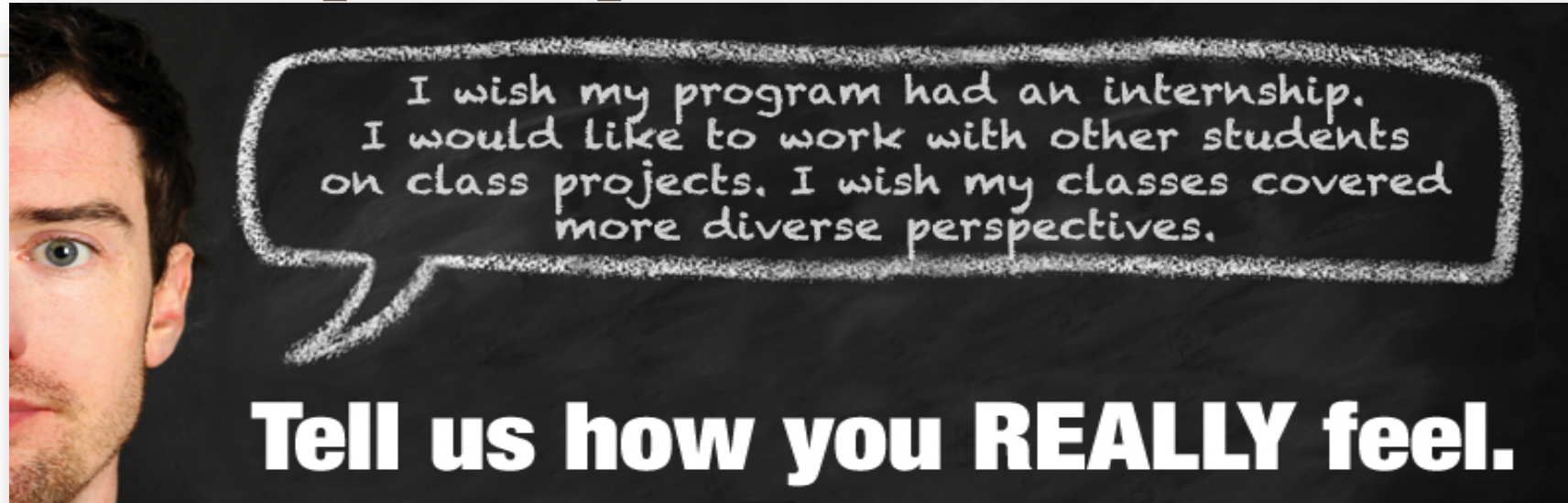
We Responded: Health Promotion provides nutrition programs (e.g., Plate Method Challenge, Smoothies in Sammy's Health Hut) to increase the consumption of fruits and vegetables, and keeps a fresh fruit basket in the office lobby for students to enjoy!

Thank You
for your feedback and time spent taking surveys about your UNCW experience.

ABRONS STUDENT HEALTH CENTER

- Initiative developed by the Office of Student Life Assessment, based on similar program in student affairs at the University of Georgia.
- Communicates assessment findings back to the student body and other constituents.
- Emphasis is placed on demonstrating improvements made due to:
 - response to surveys
 - focus groups
 - other feedback

At IUPUI – NSSE promotion includes how campus responded to results



National Survey of Student Engagement (NSSE)

We're listening.

How helpful are your interactions with faculty? How do you spend your time on campus? How has IUPUI contributed to your academic success? We want to know. That's why we've teamed up with the National Survey of Student Engagement (NSSE)—to ensure that your voice is heard and that we make the IUPUI experience exceptional.

Your college experience matters—to you, and to us. You have the power to make it better, so why not use it? Students' opinions from the NSSE survey have brought about big changes at IUPUI, which include:

- More Themed Learning Communities (TLCs): African-American Perspectives, Crime in America, Health and Wellness, as well as TLCs for prospective engineering and business majors.
- The integration of diversity-related themes into the curriculum for Summer Bridge and First-Year Seminar courses through the University College.

CONTACT US

Misplaced your NSSE email and your link to the NSSE survey? Want more information? Contact us at sgraunke@iupui.edu.

Want regular updates about NSSE? Follow us on [!\[\]\(6059a5aa8b4ca7bb793408023d6c6e42_img.jpg\) Twitter.](#)

#10 Faculty Forums for Assessment

- FaCET mentoring sessions, webinars, and workshops
- Faculty Symposia
- Candid conversations, SWOT Analysis of Assessment
 - Provides a forum for faculty to voice their concerns.
 - Provides potential solutions for challenges and a roadmap for future assessment initiatives.

SWOT Analysis Chart

	Helpful to achieving the objective	Harmful to achieving the objective
Internal origin (attributes of the organization)	Strengths	Weaknesses
External origin (attributes of the environment)	Opportunities	Threats

Faculty Assessment Teams



- Many benefits of departmental or college-wide assessment teams
 - Many hands make light work
 - Sharing best practices
 - Peer recognition
 - Faster feedback and guidance on student learning outcomes, measurements, etc.
 - Consistent follow-up

#11: Assessment as Part of Annual Evaluation, Promotion and Tenure

- Initiate conversations with department chair, deans, and colleagues about the value of assessment efforts on faculty members CV's
 - Assessment as aspect of teaching quality
 - Assessment work disseminated through:
 - Conferences
 - Journal Articles
 - Other?

#12: Celebrate Good Assessment Results

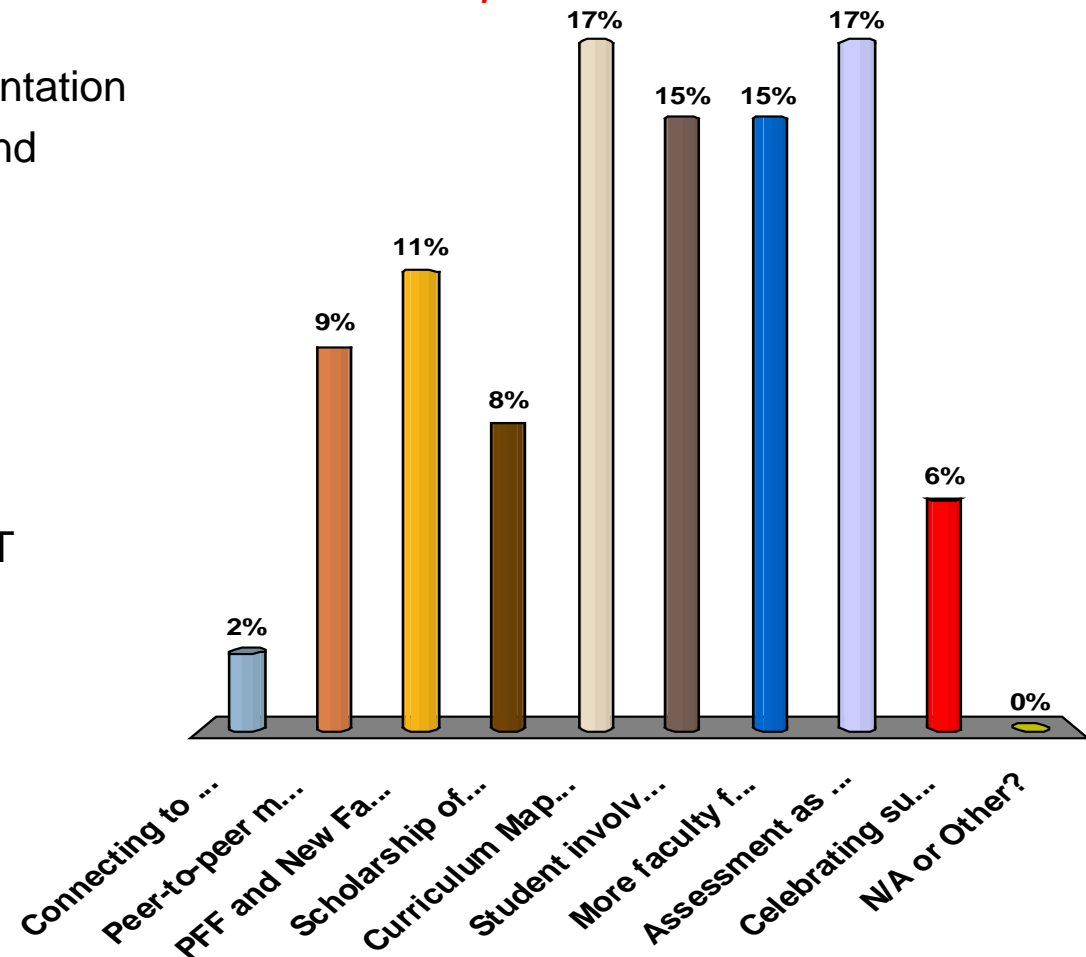


- Students:
 - departmental showcase or newsletter
 - student research conference
 - Share student work as models for others
- Faculty:
 - Publish scholarship of assessment
 - Share results with students and other stakeholders
- All:
 - Promote a Culture of Learning on Campus

Which of the following AAA steps might be most useful to you*?

1. Connecting to broader initiatives
2. Peer-to-peer mentoring
3. PFF and New Faculty Orientation
4. Scholarship of Teaching and Learning
5. Curriculum Mapping
6. Student involvement in assessment
7. More faculty forums for assessment
8. Assessment as part of P&T
9. Celebrating successes
10. N/A or Other?

**Graph represents Audience response*



NILOA Case Studies of Good Assessment Practice

National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

- 9 inspirational, instructive accounts of assessment to improve student learning; and summary report.
- **Case themes:**
 - Augustana –assessment review committee’s role in engaging faculty
 - Capella – assessment infrastructure and administrative support
 - **Carnegie Mellon – assessment fostered through Center for Teaching & Learning; creative faculty work**
 - Colorado State – online planning to support improvement
 - **Juniata – assessment as scholarly inquiry; publicly shared data**
 - LaGuardia CC - assess assessment; culture of assessment
 - North Carolina A&T – professional development and culture of inquiry
 - **St. Olaf – faculty-led utilization-focused, backward-design**
 - Texas A&M University – openness and student focused

<http://www.learningoutcomesassessment.org/CaseStudies>

Good Practices from Other Institutions

- Salt Lake Community College has online videos highlighting faculty who have used assessment effectively:

<http://www.slcc.edu/assessment/examples-of-excellence.aspx>

- University of Kansas has an online teaching portfolio that provides examples of faculty assessment projects:

<http://www.cte.ku.edu/gallery/index.shtml> (see “Evaluating student learning” and “Department analysis of learning”)

Question:



If you were to develop your own 12 step program for promoting assessment, what would you emphasize, or what other steps would you add?

Contact Information



Jillian Kinzie, Ph.D.

NSSE and NILOA

Indiana University Bloomington

812.856.1430

jikinzie@indiana.edu

Nathan K. Lindsay, Ph.D.

Assistant Vice Provost for Assessment

Assistant Teaching Professor, Higher Education
Administration

University of Missouri – Kansas City

(816) 235-6084

lindsayn@umkc.edu